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ABSTRACT

At the start of the fall 1972 semester at Hofstra University, 688 students did not register; they represented 15.3 percent of the full-time undergraduate day students in attendance during the spring semester who might have been expected to return in the fall. The purpose of this document is to shed light on the kinds of people who left rather than to try to answer the question of why students withdraw from Hofstra. Questionnaires were mailed in November 1972 to all students who voluntarily withdrew in September of that year. Thirty percent (206) of the questionnaires were returned. The sample differed from all withdrawers in that there was a larger proportion of females, natives, freshmen, and higher GPA's among them than among all withdrawers. Their responses were analyzed to gain some insight into the reasons given by students in good academic standing who leave Hofstra. The reasons given by withdrawers for leaving Hofstra were categorized into five major groups of reasons. Financial, personal, and dissatisfaction with nonacademic aspects of Hofstra were each cited by more than 35 percent of the respondents. Dormitory reasons were cited by more than 50 percent of the respondents who lived in the dorms. Dissatisfaction with academic aspects of the college was cited by 28 percent of the respondents. Respondent withdrawers who had GPA's of 3.00 and higher indicated that conditions of residency and dissatisfaction with nonacademic aspects of Hofstra were of the greatest importance in their decision to leave. (Author/KE)

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Report #111
May 1975

CENTER FOR THE STUDY OF HIGHER EDUCATION

HOFSTRA UNIVERSITY

Reasons Given for Withdrawing From College - September 1972

Paula Witheiler and Pauline Lichtenstein

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Summary

At the start of the fall 1972 semester at Hofstra University, 688 students representing 15.3% of the full-time undergraduate day students in attendance during the spring semester who might have been expected to return in the fall, did not register.

The purpose of this study is to shed light on the kinds of withdrawers who tend to give various reasons for leaving rather than to try to answer the question of why students withdraw from Hofstra. To this end, questionnaires were mailed in November 1972, to all students who voluntarily withdrew in September of that year. Thirty percent (206) of the questionnaires were returned. The sample differed from all withdrawers in that there was a larger proportion of females, natives, freshmen and higher GPA's among them than among all withdrawers. Their responses were analyzed in order that we might gain some insight into the reasons given by students in good academic standing who leave Hofstra.

The reasons given by withdrawers for leaving Hofstra were categorized into five major groups of reasons. Financial, personal and dissatisfaction with non-academic aspects of Hofstra were each cited by more than 35% of the respondents. Dormitory reasons were cited by more than 50% of the respondents who had lived in the dorms. Dissatisfaction with academic aspects of the college was cited by 28% of the respondents.

Among those who said they left for financial reasons there were fewer students with GPA's above 3.00 than among those giving other reasons for leaving. Almost all respondents who left for financial reasons and were currently attending college were attending public colleges.

Compared to those who gave other reasons, those who gave personal reasons had the largest percentage of withdrawers who were upperclassmen, the largest percentage who had come to Hofstra with advanced credit, and the largest percentage who were not attending another college.

There was a relatively large proportion of natives and students attending college among those citing dissatisfaction with the dorms and other non-academic aspects of Hofstra. The smallest proportion of withdrawers with GPA's under 2.50 was among those who were dissatisfied with the dorms.

There was a larger proportion of females and a smaller proportion of dorm students among those who were dissatisfied with academic aspects of Hofstra than among those citing any of the other major reasons for leaving. Students who said they left because of academic dissatisfaction were attending other colleges at the same high rate.

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as those who were dissatisfied with the dorms or other non-academic aspects of the school.

Sixty-five percent of the respondents said they left Hofstra for other colleges. Almost two-thirds were attending public colleges. A larger percentage of respondent withdrawers who had entered Hofstra directly from high school went on to other colleges than did those who had entered Hofstra with advanced standing. Among those who left Hofstra for other colleges, there were larger proportions of females and lower classmen than among those who dropped out of college. A majority of those who went on to other colleges cited dissatisfaction with non-academic aspects of Hofstra as their reason for leaving; whereas, most of those who did not transfer cited personal reasons for leaving. More than half of those who were currently attending college had cumulative GPA's of 3.00 or better. A majority of the respondents who dropped out of college said they expected to continue their education some time in the future. Seven students currently attending other colleges indicated their intentions of returning to Hofstra.

Respondent withdrawers who had GPA's of 3.00 and higher indicated that conditions of residency and dissatisfaction with non-academic aspects of Hofstra were of the greatest importance in their decision to leave.

Report #111
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Reasons Given for Withdrawing From College - September 1972

Paula Witheiler and Pauline Lichtenstein

Each year a large number of students voluntarily withdraw from Hofstra University. Some transfer to other institutions either immediately, or at a future date, while others end their formal education. In a recent longitudinal study of the status of Hofstra freshman classes five years after entry, McDermott and Lichtenstein (1974) described the extent of the withdrawal problem. In order to add still another dimension to an on-going study of retention, it was decided to prepare the present analysis of data obtained from questionnaires sent to all students who voluntarily withdrew in September 1972 eliciting their reasons for leaving. Limitations of this type of data analysis has been pointed out by McDermott (1975) and includes such problems as: lack of comparable data for the entire student body, inability or reluctance of students to state their reasons for leaving, and complexity and multicausality in the decision making process. Nevertheless, this type of research can prove useful when it relates the demographic and scholastic characteristics of withdrawers to their stated reasons for leaving.

The present population consists of 688 Main College and New College full-time undergraduate day students who failed to register for classes in the fall of 1972 but were not dropped for academic reasons. In the withdrawal study by Yuker, Lichtenstein and Witheiler (1972) the total February enrollment was used in calculating the September voluntary withdrawal rates. In the present study, those students who graduated in June and October were excluded and only students who could be expected to return for undergraduate study in September were used to determine rates of withdrawal. As a result, the withdrawal rates are somewhat higher than those reported by Yuker, Lichtenstein and Witheiler (1972) although the same upward trend persists.

The data in Table 1 indicate the number and percent of students who failed to return to the University in September for the past seven years. The 1973 and 1974 withdrawal rates which have become available since the original survey data were collected have been included.

Table 1

Withdrawal Rates for Full-Time Day Students Who Might be Expected to Return to Hofstra in September 1968-1974

	Voluntary Withdrawers	Expected to Return	Percent Withdrawers
1968	399	4040	9.9
1969	454	4498	10.1
1970	578	4755	12.2
1971	678	4724	14.4
1972	688	4494	15.3
1973	720	4251	16.9
1974	709	3875	18.3

These data indicate a substantial increase in the percentage of students who failed to return to Hofstra over the years. In seven years, the rate increased by 8.4% from 9.9% to 18.3% and the number of students by more than 300. This increase in the percentage and number of students who voluntarily elect not to return to the university is obviously a cause of great concern. In order to try to understand the problem, we examined the responses to a questionnaire sent in November 1972 to all students who voluntarily withdrew from Hofstra in the fall of 1972. We do not expect to answer the question "Why students leave Hofstra", for it is impossible to establish a causal relationship between reasons given in a survey and decisions to leave. We do expect to shed light on the kinds of withdrawers who tend to give various reasons for withdrawing. The present study, therefore, focuses on the interaction of characteristics, and reasons for leaving, of those students who returned the questionnaires.

Questionnaire Respondents

A questionnaire designed to obtain information pertaining to withdrawal was mailed to the 688 persons who did not reregister in September 1972 but were not dropped for academic reasons. The questionnaire, similar to the one used in the previous withdrawal study (Yuker, Lichtenstein and Witheiler 1972), was returned by 206 persons. This return rate of 30% was similar to the 32% rate reported in the earlier study.

Since the return rate was comparatively low, it was necessary to determine what, if any, differences existed between the responders and the non-responders. As a check on the representativeness of the sample of students who responded in the present study, respondents and non-respondents were compared on a number of demographic and scholastic variables. The data for the 1972 sample are presented in Table 2. These show that the proportions of females, native students, freshmen and high GPA's in the sample of respondents are higher than in the group of non-respondents. Since the sample who returned the questionnaire was not representative of the total group of withdrawers to whom questionnaires were mailed, we must, as we did for the 1971 withdrawers, consider the results of the analysis suggestive rather than conclusive. In using these data we "recognize the weakness inherent in generalizing from a sample that might be non-representative."[1] However, since the bias is in the direction of the better students academically, precisely the group we are most interested in retaining, we will present the responses given to the questionnaire, always mindful of the caveat that we cannot generalize from the respondents to all the withdrawers and that any interpretation of the results should take cognizance of this fact.

The respondents can be thought of as being in two groups: transfers (those who withdrew from Hofstra and are currently attending another college) and dropouts (those who withdrew from Hofstra but are not currently attending another college). The characteristics of the students in these two groups are often as different as are the reasons given by them for withdrawal. Analysis will therefore be done for these two groups separately by the different categories of reasons.

Reasons for Leaving

One of the items on the questionnaire asked:

> "Would you please indicate what specific things led to your not returning to Hofstra. Was it something about Hofstra, personal reasons or both?"

[1] Yuker, H.E., Lichtenstein, P. and Witheiler, P. Who Leaves Hofstra for What Reasons. Center for the Study of Higher Education, Hofstra University, Report #102, May 1972.

Table 2

Characteristics of Respondent and Non-Respondent Voluntary Withdrawers
Fall 1972

	Respondent Withdrawers N	%	Non-Respondent Withdrawers N	%	Total Withdrawers N	%**
TOTAL	206		482		688	
SEX						
Male	100	48	285	59	385	56
Female	106	52	197	41	303	44
HOME ADDRESS						
Long Island	131	64	293	61	424	62
Queens	14	7	37	8	51	7
New York City	8	4	27	5	35	5
New York State	11	5	28	6	39	6
Other	41	20	97	20	138	20
Foreign	1	*	0	0	1	*
ADMISSION STATUS						
Native	146	71	283	59	429	62
Transfer	60	29	196	41	256	37
Unknown	0	0	3	*	3	*
RESIDENTIAL STATUS						
Dorm	61	30	162	34	223	32
No Dorm	130	63	320	66	450	65
Unknown	15	7	0	0	15	2
CLASS STATUS						
Freshman	108	52	186	39	294	43
Sophomore	65	32	176	36	241	35
Junior	25	12	89	18	114	17
Senior	8	4	28	6	36	5
Unknown	0	0	3	1	3	*
GPA						
3.00 and over	95	46	119	25	214	31
2.50-2.99	46	22	144	30	190	28
Under 2.50	64	31	204	42	268	39
Unknown	1	1	2	*	3	*
W's	0	0	13	3	13	2

*Less than .005%
**Percentages may not add to 100% due to rounding

The responses to this question in both 1971 and 1972 are summarized in Table 3. When the answers were tabulated, each answer was counted in as many categories as was pertinent. As is often the case, the decision for most students was apparently motivated by more than one reason since most respondents rated two or more reasons as having some influence on their decision. Therefore the unit of measurement used in the analysis is number of respondents giving particular kinds of reasons. It is therefore possible for a respondent to be counted in several reasons.

Table 3

Reasons Given for Leaving Hofstra
Fall, 1971 and 1972

	1971 %	1972 %
Financial	43	38
Personal	43	35
Dormitory	13*	16*
Location	11	21
Commuting	9	10**
General Atmosphere	12	9
Major Department or Program	6	9
Students	9	8
Administration	7	7
Social Activities	7	7
Lack of Major or Program	5	7
Quality of Education	--	6
Faculty	11	6
Lack of Intellectual Atmosphere	--	4
Other	22	14
Curriculum	8	6
Level of Courses	8	2
Special Programs	5	4
Staff	1	1
Facilities	1	1
Other	9	14

*These percentages are deceptively low since they are based on the total population of respondent withdrawers, rather than upon the subgroup consisting of those withdrawers who lived in the dorms. When the latter base is used, the percentages are 41% and 54% for 1971 and 1972 respectively.

**This percentage is based on the total population of respondent withdrawers. When it is based on the number of non-resident respondents (144) the percentage increases to 14%.

Both sets of data in Table 3 indicate that two categories of reasons appear to be cited by at least 35% of the respondents: financial reasons and personal reasons. And, 54% of dorm respondents indicated dissatisfaction with the dormitories. Other reasons, while quite important, are cited by fewer respondent withdrawers.

Reasons for withdrawing were cross tabulated with the characteristics of the individuals who cited them. The results of these tabulations are presented in Table 4

Table 4

Characteristics of Respondent Withdrawers Giving Five Most Cited Categories of Reasons for Withdrawing-Fall 1972

	Financial (N=78) %	Personal (N=72) %	Dormitory (N=33) %	Non-Academic Dissatisfaction* (N=98) %	Academic Dissatisfaction* (N=58) %
SEX					
Male	50	49	42	43	38
Female	50	51	58	57	62
GPA					
3.00 and above	38	46	52	53	45
2.50-2.99	30	19	36	21	26
under 2.50	31	35	12	26	29
ATTENDING COLLEGE					
Yes	67	47	75	80	79
No	33	53	25	20	21
KIND OF COLLEGE	(N=52)	(N=34)	(N=25)	(N=78)	(N=46)
Public	96	50	68	N.A.	N.A.
Private	4	47	24	N.A.	N.A.
Unknown	0	2	8	N.A.	N.A.
RESIDENTIAL STATUS					
Dorm	28	31	97	28	24
Non Dorm	60	64	0	62	67
Unknown	12	5	3	10	9
ADMISSIONS STATUS					
Native	72	62	91	83	74
Transfer	28	38	9	17	26
CLASS					
Freshmen	58	40	55	57	52
Sophomores	32	35	36	37	40
Juniors	10	17	9	6	7
Seniors	0	8	0	0	1
YEAR OF ENTRY					
9/71-9/72	54	44	39	N.A.	N.A.

*This category is made up of a group of a number of reasons.

N.A.-Not Available

The first three columns of the table give the correlates of the three reasons most commonly cited. The last two columns present all the other reasons grouped into two categories of dissatisfaction: academic and non-academic. Academic dissatisfaction includes: faculty, criticism of major department or program, lack of specific major or program, curriculum, level of course and special programs. Non-academic dissatisfaction includes: location, general atmosphere, administration, social activities, students, commuting, staff and facilities. We shall discuss each of the three major categories and the two grouped categories separately.

Financial Reasons

More respondents said they left for financial reasons than for any other single reason. The 78 students who listed financial reasons were different from those who listed other reasons, in scholastic ability, year of entry and type of college transferred to; there were fewer students with GPA's of 3.00 and above, more who had entered during the preceding year, and more who had transferred to public colleges.

Fifty-two (67%) respondents who gave financial reasons for leaving Hofstra were attending college and listed the names of the colleges. Ninety-six percent (50) were attending public institutions and only 4% were at private schools. More than one-half (27) of those who went to public institutions went to some branch of the State University of New York, 17 of them on Long Island. Although a few respondents who said they left for financial reasons said they felt that the education at Hofstra was not worth the cost, the majority said they left because they needed financial aid and were not given it. Quite a few respondents who left for financial reasons said they liked Hofstra, found nothing wrong with its educational program but without some outside financial assistance, they unhappily could not afford to remain at Hofstra. We do not know how many of these withdrawers were eligible for financial aid on the basis of their GPA

Personal Reasons

There were 72 respondents who cited personal reasons for leaving Hofstra. Compared to those respondents who listed all other reasons (financial, dorm, academic and non-academic) these withdrawers were more likely to be scholastically poorer students, transfer students and upper classmen, and less likely to go on to another college, and, that other college was more likely to be a private school.

Those who said they left for personal reasons and then elucidated them gave reasons as different as wanting to "live with parents who had moved out of the area" to wanting to "do something to help the American Indians." Quite a number left to get married, one because of marital problems leading to divorce and one "to be near her fiancee." Perhaps the quote from one respondent sums it all up "I opened a business, got married, followed by a pregnancy."

It is interesting to note that while about 70% of those who gave either personal (24) or financial (37) reasons for leaving Hofstra and went on to other colleges lived on Long Island (Table 5), their choices of locations for their new schools were very dissimilar. Thirty-eight percent (20) of those attending college who left Hofstra for financial reasons were registered at schools on Long Island, whereas only 12% (4) of those attending college who gave personal reasons for leaving chose schools on Long Island. However, 50% (17) of those who gave personal reasons for leaving were attending colleges outside of New York State compared to only 17% (9) of those who gave financial reasons. It would appear that those to whom costs were paramount elected to stay much closer to home than those who cited personal reasons for leaving.

Table 5

Location of Home and of College Now Attending of Those Students Citing Financial and Personal Reasons for Withdrawing in Fall 1972

	Home		College	
	N	%	N	%
Financial Reasons (N=52)				
Long Island	37	71	20	38
New York City	3	6	4	8
New York State	5	10	19	37
Out of State	7	14	9	17
Personal Reasons (N=34)				
Long Island	24	71	4	12
New York City	1	3	5	15
New York State	1	3	8	23
Out of State	8	23	17	50

Dorm Reasons

Thirty percent (61) of the respondent withdrawers lived in the dorms during their last semester at Hofstra and more than half of this group (33) listed dissatisfaction with dorm living as a reason for leaving. Among those who listed unhappiness with the dorms, there were smaller proportions of scholastically poor students and much higher proportion of native students than among those who listed other reasons for leaving. Only 12% (4) of those giving dorm reasons for leaving had GPA's below 2.50. Without additional data, inferences cannot be made about the academic quality of those dorm students who remained at Hofstra.

For 91% (30) of the respondents who said they were unhappy with the dorms, Hofstra was the first college they had attended. Only those who were dissatisfied with some non-academic aspects of Hofstra approached this proportion with 83% (81) of them having begun their college careers at Hofstra. Among the 33 students who expressed unhappiness with the dorms, 75% (25) went on to other colleges.

Those who complained about the dorms felt that the ratio of commuters to residents was too large. In their expressed opinions, the university was "geared only to please the commuter." They described Hofstra as "a suitcase" school with the result that there was very little opportunity for dorm students to socialize with the rest of the student body. A great many dorm respondents complained about the lack of campus activities over the weekends and of feeling "locked in." As one former dorm student withdrawer put in "Without a car on the weekend all one could do was study or get high."

Other Reasons

Only two other reasons were mentioned by at least 10% of the respondents- (Table 3). 1) Location. Twenty-one percent (43) of those who returned questionnaires mentioned location as a reason for leaving Hofstra. A majority (65%) of those who were dissatisfied with some aspect of Hofstra's location were local residents. Many said they left because they just wanted to live away from home. Those whose homes were not in the Long Island area said they wanted to attend a college closer to home or preferred a college that was located in a less urban area, where there were more trees and flowers and much less cement. 2) Commuting. Twenty students, 14% of the non-resident respondents listed commuting as a reason for leaving Hofstra. They complained about the lack of good public transportation, of inadequate parking space and of study time lost while commuting.

There were also the usual complaints about departments, individual faculty members, curriculum, the administration and the quality of education at Hofstra, each mentioned by fewer than 10% of the respondents with the result that the N's were too small for meaningful analysis. By grouping the reasons with small N's into the two factors constructed for the 1971 study; academic dissatisfaction and non-academic dissatisfaction with Hofstra, we were able to come up with large enough N's to permit analysis. As was indicated at the beginning of this section, included under "dissatisfied with academic aspects of Hofstra" are: faculty, criticism of major department or program, lack of specific major or program, curriculum, level of course and special programs. Under "dissatisfied with non-academic aspects" are: location, general atmosphere, administration, social activities, students, commuting, staff and facilities. The last two columns of Table 4 analyzes the characteristics of the withdrawers who reported academic and non-academic dissatisfactions.

The 98 respondents (48%) who were unhappy with some non-academic aspect of Hofstra appeared to be an anomaly, for among them there were larger percentages of students with high GPA's than among those who gave dissatisfaction with academic aspects of Hofstra as a reason for leaving. Dissatisfaction with non-academic aspects apparently did not discourage students from attending other colleges for 80% were attending other colleges, a rate about the same as those who left for academic reasons (79%), and a higher rate than all respondent withdrawers (65%). More than four-fifths (81) of those who left because of non-academic dissatisfaction were native students.

The data in Table 4 indicate that there were 58 (28%) respondents who gave at least one reason for leaving that was included in the category called "academic dissatisfaction." This category includes larger percentages of females and smaller percentages of dorm students than all other categories and as noted above, students who were dissatisfied with some academic aspect of ofstra transferred to another school at about the same rate as those who were dissatisfed with some non-academic aspect of the school.

One reason subsumed under "academic dissatisfaction" was lack of major or program. Although this reason was cited by only 7% (15) of the respondents, it seems worthy of note since it appears to have had a different meaning for the 1972 withdrawers than for those who withdrew in 1971. Those who withdrew in 1971 because of lack of major or program were divided between those who wanted liberal arts programs not offered at Hofstra and those who wanted professional programs. The programs and majors the 1972 respondent withdrawers wanted, all appear to be vocational--nursing, medical technology, dental hygene, pharmacy, and undergraduate special education.

Some of the 15 respondents who complained about their specific programs said that their major department offered them no courses designed to give them an opportunity for practical application of the theory they had learned, while others expressed concern about their ability to earn a living with just a Bachelor's degree. This desire for an education that would prepare them for a specific vocation appeared to be of great importance to quite a few of the respondent withdrawers whether or not their stated reason for leaving was the lack of specific programs or majors.

To recapitulate, the reasons considered to have had the greatest influence on the decisions of former students to withdraw from Hofstra could be placed into five categories. Dissatisfaction with the dorms, a single dimension category, was cited by more than half of the respondents who lived in the dorms. Two single dimension categories-financial and personal-and one multi-dimension category-non-academic dissatisfaction were each cited by more than 35% of the respondents. Another multi-dimension category-academic dissatisfaction-was cited by 28% of the respondents.

Those who cited financial reasons for leaving could be characterized as having among them the smallest proportion of students with GPA's of 3.00 and better and, the largest proportion of transfers attending public colleges.

Only those who gave personal reasons had more respondents dropping out of college than continuing and almost one-half of those who did transfer went to private colleges. Also, those who gave personal reasons had the largest percentage of withdrawers who were upper classmen, or had originally transferred into Hofstra compared to those who gave all other reasons.

Among those citing dissatisfaction with the dorms and non-academic dissatisfaction with Hofstra as reasons for leaving, there were relatively large numbers of natives, and those going on to other colleges. Students who listed dissatisfaction with dorm living had the smallest percentage of students with low GPA's and those citing non-academic dissatisfaction had the largest percentage of students with high GPA's among them.

Among those respondents who were dissatisfied with academic aspects of Hofstra there was a larger proportion of females and a smaller proportion of students living in the dorms, than among those citing other reasons for leaving. There was also a high proportion of students transferring to other colleges among those citing academic dissatisfaction as a reason for leaving.

Overall, the percentages of respondent withdrawers citing the various reasons for leaving were about the same in 1972 and 1971. However, there appeared to be quite a difference in the tone of the responses. Many of the respondents in 1971 seemed to be belligerent, angry and accusatory. In contrast a number of the 1972 respondents seemed to have made a serious effort to make their criticism constructive and to explain their reasons for leaving in lengthy, thoughtful essays.

Educational Plans

Among withdrawers, there are several groups i.e. disciplinary drops, academic drops and voluntary withdrawers. The latter group can be further separated into transfers and drop-outs. Disciplinary drops and academic drops had initially been eliminated from the sample. That left transfers and voluntary withdrawers as two groups worth analyzing separately. Among those two groups are students in good academic standing (GPA's of 2.00 or better) and those not in good academic standing (GPA's below 2.00). Those students not in good academic standing represented only 13% of the sample.

Table 6

Characteristics of Respondent Withdrawers
Who Went on to Other Colleges

Fall 1972

	Attending N	Attending %	Not Attending N	Not Attending %
TOTAL*	134	65	71	35
SEX				
Male	58	43	41	58
Female	76	57	30	42
ADMISSION STATUS				
Native	105	78	41	58
Transfer	29	22	30	42
RESIDENTIAL STATUS				
Dorm	40	30	21	30
No Dorm	82	61	47	66
Unknown	12	9	3	4
CLASS STATUS				
Freshmen	81	60	26	37
Sophomores	41	31	24	34
Juniors	10	7	15	21
Seniors	2	1	6	8
Unknown	1	**	0	0
GPA				
3.00 and above	75	56	20	28
2.50-2.99	32	24	14	20
under 2.50	26	19	37	52
Unknown				

*Total does not add to 206 as one student did not indicate his college status.

**Less than .005%

In response to a question about current college status and future college plans, 65% (134) of the respondents indicated that they are currently attending another college (transfers). Almost all (133) listed the names of the schools they were attending: 84 (63%) were attending public institutions, 46 (35%) were at private schools, 2 (2%) were at universities in foreign countries and 1 (1%) was attending a school whose name could not be found in any standard list of colleges. Five percent (7) of those presently attending another college indicated their intention of returning to Hofstra.

There were 85 (69%) respondent withdrawers with home addresses in Nassau or Suffolk counties, who left Hofstra for another school, 25 of them transferred to schools in the Nassau-Suffolk area, and another 25 went to upstate New York-40 of these 50 to either a state or community college. For the remaining 35 students whose families live in the Hofstra area, colleges in New York City were the choice of 9, the Northeastern section of the country the choice of 11 and the rest of the country were the choice of the remaining 15.

Respondent withdrawers who went on to college were different in many respects from those who dropped out. Table 6 presents a comparison of the characteristics of respondent withdrawers who either went on to college or did not. From the table, it can be seen that among those who transferred out of Hofstra there were larger percentages of scholastically good respondents, freshmen, females and native students than among those who dropped out of college. Fifty-six percent (75) of the transfers had GPA's of 3.0 or better; whereas, among those who dropped out, only 28% (20) were in that scholastic group. Among the transfers, 78% (105) had entered Hofstra directly from high school and 60% (81) had just finished their freshman year. Among the drop-outs 58% (41) were native students and more than one-third (26) had entered Hofstra as freshmen in September 1971. There were 15% more women who transferred to other schools than dropped out; 57% (76) of those who left Hofstra for other colleges and 42% (30) of those who dropped out were women.

The five most frequently cited reasons for leaving of the 134 respondents who transferred to other schools as well as the 71 students who dropped out of college are listed in Table 7. More respondents who were attending college cited non-academic dissatisfaction than any other reason for leaving; whereas, those who dropped out cited personal reasons for leaving more than any other reason. More than one-third of both groups said they left for financial reasons. Thirty-four percent of those who transferred were dissatisfied with some academic aspect of Hofstra; whereas, only 17% of those who dropped out gave this as a reason.

Forty (66%) respondents who lived in the dorms transferred to other colleges-25 (62%) of them listed dissatisfactions with dorm living as a reason for leaving. Dorm dissatisfaction was cited also by 8 (40%) of the 21 dorm respondents who dropped out of Hofstra.

A majority of the 71 respondents not in college at the time of the study planned to return to college in the future; 30% (21) to Hofstra and 26% (18) to other schools. Thirty-three percent (23) were uncertain of their future educational plans and only 10% (7) had no intention of ever returning to college.

Table 7

Reasons Given by Respondent Withdrawers
Who Went on to Other Colleges

Fall 1972

Reasons	Attending College (N=134) N	%	Not Attending College (N=71) N	%
Financial	52	39	26	37
Personal	34	25	38	54
Dorm	25	19*	8	11*
Non-Academic Dissatisfaction	78	58	20	28
Academic Dissatisfaction	46	34	12	17

*These percentages are very conservative since they are based on the total number of respondents attending college rather than upon the number of respondent Dorm students who transferred (40) or dropped out (21). When the latter bases are used, the percentages are 61% and 40% for attending and not attending college categories respectively.

To summarize: 65% of the respondents left Hofstra for other colleges. There were larger percentages of females, native students, lower classmen and students with high GPA's among them than among those who had interrupted their education. Almost two-thirds of those attending college were registered at public institutions. Among those who left Hofstra for other colleges a majority said they left for non-academic reasons, 39% left for financial reasons and more than one-third for academic reasons. Most of those who did not continue their education said they dropped out for personal reasons. More than half of the respondents who were not attending college expect to finish their education sometime in the future.

GPA Related to Reason Cited for Withdrawing

The reasons for leaving cited most often by respondents having high, medium and low GPA's at the time of withdrawal were studied (Table 8). From the table it can be seen that better students (GPA's 3.00 or better) continue to leave for the same reasons as they did in 1971 (Report #102)-dissatisfaction with the dorms or other non-academic aspects of the college and not for personal, financial or academic reasons. More than 60% of the better respondent withdrawers who lived in the dorms said they left "because of dissatisfaction with dorm living" and 55% of all respondent withdrawers with GPA's of 3.00 or better said they left because of some other non-academic dissatisfaction. In 1971, it was reported that about 50% of the better students who withdrew cited dissatisfaction with the dorms or other non-academic aspects of the college as their reasons for leaving. Evidence gathered so far seems to indicate a great deal of dissatisfaction with the dorms and other non-academic aspects of Hofstra on the part of scholastically better students who withdraw.

Table 8

Academic Performance Related to
Reasons for Leaving

Fall 1972

Reasons	Grade Point Average: 3.00 & Higher (N=95) N	%	2.50 - 3.00 (N=46) N	%	Under 2.50 (N=64) N	%
Financial	30	32	23	50	24	38
Personal	33	35	14	30	25	39
Dorms	17	18*	12	25*	4	6*
Academic Dissatisfaction	26	27	15	33	17	26
Non-Academic Dissatisfaction	52	55	21	46	25	39

*Percentages are based on the total number of respondents having a given GPA rather than the number of respondent dorm students having a given GPA; a procedure which tends to make the results more conservative. Had the number of dorm respondents with a given GPA been used as the base, the percentages would have been 61%, 67% and 26% for GPA's of 3.00 and higher, 2.50-3.00 and under 2.50 respectively.

References

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